

CHAPTER III

METHODOLOGY

This chapter provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. This chapter presents four main parts of the investigation: research design, site and participants, data collection technique, and data analysis.

3.1 Formulation of the Problems

This research was intended to identify the benefits of the implementation of Cope and Kalantzis's framework of multiliteracies to assist young learners' reading skill at one of the primary school in Bandung. In addition, this research was also intended to see young learners' responses toward the use of book trailer in learning activities.

3.2 Research Design

This study aims to explore the implementation of using Cope and Kalantzis's framework of multiliteracies to assist young learners' reading in primary classroom. In line with the purposes, this research employs a qualitative research design. Within the qualitative research design, the research was specifically used practitioner research. The relevant feature of practitioner research in this study was the researcher took a role as a teacher as well.

Practitioner research can be defined as research that is carried out by someone who has expertise and insight into the people and the settings being researched (Appleby, 2013). The practitioner researcher has deep and intimate information and insight into the stakeholders, context and practices of a community where the research is being undertaken (Drake & Heath, 2011).

Practitioner research is associated with action research (Campbell, 2007) as both include crucial elements such as planning, action, observation and reflection and aim for improvement in educational field. This is supported by Scott, *et al.* (2004) who suggest that by integrating academic and professional knowledge, the practitioner researcher can use practice for a place of critical reflection. In addition,

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THE BOOK TRAILER PROJECT IN ASSISTING YOUNG LEARNERS' READING SKILL: THE COPE AND KALANTZIS FRAMEWORK OF MULTILITERACIES

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practitioner research and action research is often labelled interchangeably (Cochran-Smith, Barnatt, Friedman, & Pine, 2009). Since it was labelled interchangeably, practitioner research has a same aim as action research which are to enable researcher to develop a systematic, inquiring approach toward their own practices (Frabutt et al., 2008) oriented towards effecting positive change in this practice (Holter & Frabutt, 2012; Koshy & Koshy, 2010) or within a broader community (Mills, 2011).

The research was conducted for four meetings from September-October. In the process of the research, the teaching and learning process took 45 minutes for each meeting as the study hours for each subject in the school is 45 minutes for one study hour, in contrary with other primary schools which is 35 minutes study hour.

Before the research was conducted, a preliminary research was done. It was done in one meeting and was aimed to see the strength and the weakness from the research that would be undertaken. The research began shortly after the preliminary research to make the results of the preliminary research be utilized soon and be put into action. The schedule of the research is presented as follows:

Table 3.1
Research Schedule

Meeting	Topic	Objective
1 st (20 th September 2019)	Stand Tall, Molly Lou Melon by Patty Lovell (Published in 2001)	The young learners are able to know the story in the story reading and they are able to answer questions based on the story.
2 nd (26 th September 2019)	(Story reading) Stand Tall, Molly Lou Melon by Patty Lovell (Published in 2001)	In a group, the students can choose one or more part of the book scene to be chosen for their book trailer project.
3 rd (27 th September 2019)	(Storyboarding) Stand Tall, Molly Lou Melon by Patty Lovell (Published in 2001)	In a group, the students make their own book trailer.
4 th (3 rd October 2019)	(Book trailer making) Stand Tall, Molly Lou Melon by Patty Lovell (Published in 2001) (Evaluation)	Each of the group presents the book trailer and the students watch the book trailer together and they can evaluate each other's book trailer.

3.3 Site and Participants

This research was conducted in a private Indonesian primary school located in the city of Bandung. As is typical within the Indonesian education system, the school in this research provides education from Year 1-6. The school was chosen due to the availability of English subject in their curriculum. Also, the school was chosen to be accessible for the research in terms of administration. Furthermore, the research involved a class from fifth grade students as the participants. Fifth grade students were chosen due to their age and their exposure in learning English. As commonly found in Indonesian private schools, each class consists of approximately 20-25 students. The sample class of this research consisted of 23 students with 13 male students and 10 female students.

3.4 Data Collection

Data collection is an important part of the process of research. There are several methods that can be applied to collect the data. Alwasilah (2011) states the methods are questionnaire, interview, observation, and document analysis. This research employed classroom observation, book trailer analysis and interview to find out the utilization of book trailer as an implementation of Cope and Kalantzis framework of multiliteracies to assist young learners' reading skill.

3.4.1 Classroom Observation

Observation is a process in collecting data from a research to record information which are observed. Observation displays authentic information and natural situation (Cohen et.al, 2007). Observation used to discover the information of retrieved behavior from the participants (Creswell, 2009). Observations were aimed at gathering information about the elements of multiliteracies that occurred in the class. The observation carried out in all lessons were video-recorded and supplemented with observation checklist and field notes. In this research, participant observation was used since it is the best way to know how people behave and act during a research. The aim of participant observation is to observe people in their natural and everyday

settings, contexts, and interactions (Creswell, 2007; Morrow, 2007). In orienting themselves to the field, researchers seek to develop a full and rich account as they refine their research questions (Flick, 2014; Lofland & Lofland, 1995; Spradley, 1980). Alwasilah (2011) also stated that participant observation allows the researcher to picture generally and specifically things that are being observed.

The instrument of observation used in this research was observation checklist and field notes. Creswell (2008), field notes can be applied to record data and needed information during an observation. The observation checklist was adapted from the New London Group (1996) that focused on four forms of multiliteracies which were situated practice, overt instruction, critical framing and transformed practice. Each form had two sub-point that had observed. In addition, the field note was written beside the observation checklist. The data from this observation checklist and field notes were used together with the data from other instruments of this research to support each other.

Table 3.2

Classroom Observation Format

Adapted from the New London Group (1996)

No	Form of Multiliteracies	Indicator	Excellent	Good	Needs Improvement	Description
1	Situated practice	<ul style="list-style-type: none"> • Young learners connect their previous and current experience • Young learners connect the text with real-life experience 				
2	Overt instruction	<ul style="list-style-type: none"> • Young learners understand form of the text • Young learners understand metalanguage of the text such as verb, noun and adjective 				
3	Critical framing	<ul style="list-style-type: none"> • Young learners interpret social and cultural context that create meanings in the text • Young learners view a text critically in relation to the text 				
4	Transformed practice	<ul style="list-style-type: none"> • Young learners transfer meaning making to other text or context • Young learners implement the previous understanding they learned into contextual practice • Young learners apply learning in creative ways 				

3.4.2 Book Trailers

Since this research aimed to investigate the process of young learners' learning reading skill through Cope and Kalantzis framework of multiliteracies, it required book trailers as fundamental information, to corroborate data gathered from other resources (Tellis, 1997). Young learners' multiliteracies project in the form of book trailers were administered at the third meeting after story reading sessions and storyboarding. Before creating book trailer, the young learners were needed to make storyboards as element of book trailer, so that the storyboard was included to be analyzed along with book trailer. The book trailer was aimed to check young learners' reading comprehension after implementing Cope and Kalantzis framework of multiliteracies.

3.4.3 Interviews

Another technique that was used to collect the data was interview. Interview will find more information from the participants which cannot be acquired from the other instruments and allow the participants to express their interpretation (Creswell, 2009).

According to Creswell (2009), there are several steps for interviewing; 1. Select interviewees based on the purposeful sampling; 2. Record the entire interview, containing the questions which are asked by the researcher; 3. Write the main idea of interviewees' responses; 4. Keep the flow of the interview and stick with the questions.

To get further information regarding the data from the sample, interview was used. The interview was conducted an open interview with the interviewee to discover the process of the implementation of Cope and Kalantzis' model of multiliteracies learning in improving young learners' reading skill. It is also conducted to confirm the findings from observation that have been conducted first.

By using interview, deeper understanding of what happened in the class during the research can also be seen (Maxwell, 1996). It also enables the researcher to understand the research that has been conducted from student

perspective that cannot be clearly seen from the observation and the written documents

The interview was done to four students. They were representative of each group that was assigned when they were in the classroom. The students were also chosen on the basis of their achievements in the class. The students' achievement was divided into three groups – one student with the highest score, two students with the average score and one with low score. The interviewees were:

Table 3.3
Interviewee List

Interviewee	Name	Gender
A	As	Female
B	Au	Female
C	Fa	Male
D	At	Male

The interview conducted after the book trailer presentation session or in the last meeting. The interview consisted of six guiding questions that elaborated as follows:

1. Tell me your general experience when learning English in the class.
2. How is the book trailer project differ from your past experience in English class?
3. During book trailer project, what classroom activity did you like?
4. During book trailer project, what classroom activity did you not like? Why?
5. Do you find an improvement in reading skill after implementing the book trailer project?
6. How does being involved in the book trailer project help you to become more motivated in your English learning?

The interview was recorded to enable the researcher to get a deeper understanding of gathered data. Thus, it was done to help the researcher in analyzing the data from the interview.

This interview was a semi-structured interview, both the students and the researcher felt free in asking and answering the question, as it was still relevant with the topic. The complete guiding questions and transcription can be found in Appendix 3.

3.5 Data Analysis

In this research, observation and interview data will be elaborated descriptively. The data analysis technique will be elaborated below.

3.5.1 The Analysis of Observation

Classroom observation was employed to know students' progress regarding their activities, actions and communication patterns from before, during and after the implementation of Cope and Kalantzis framework of multiliteracies in their process of learning. The field notes described and showed how they progressed from the first meeting until the end of meeting. The field note that was used shows the perspective of the researcher. The result of the observation in form of field notes displayed how the use of Cope and Kalantzis framework of multiliteracies could help the students to assist their reading skill.

The observation stage in action research was conducted during the teaching and learning process. All of the details happened during the action research were recorded as descriptive as possible. The details were about students' performance in the class, students' behavior, students' experience and every details that could be observed from teachers' perspective.

The data collected from the research was analyzed by using descriptive qualitative data analysis. It was chosen because Hong & Masood (2012) state that in this action research, descriptive qualitative data analysis will be more appropriate. This statement is supported by Creswell (2012) that one of action research characteristics is qualitative. Therefore qualitative data analysis was used.

3.5.2 The Analysis of Book Trailers

The analysis of the book trailers and storyboards were analyzed using an adaptation of book trailer rubric assessment by Mark Gura (2014). The assessment rubric of storyboards and book trailer were elaborated as follows.

Table 3.4
Assessment Rubric for Storyboard
Adapted from Mark Gura (2014)

Category	Full credit	Partial credit	Half credit	Zero credit
Images 30 points	Storyboard included all required elements accurately as well as a few additional elements.	Storyboard included all required elements accurately and one additional elements.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
Content 35 points	All content is in students' own words and is accurate	Almost content is in students' own words and is accurate	At least half of the content is in students' own words and is accurate	Less than half of the content is in students' own words and/or is accurate.
Spelling and Grammar 10 points	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical errors on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Clarity and Neatness 10 points	Storyboard is easy to read and all elements are clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most of the elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Organization 15 points	Information is clear and very well organized with each section in clear, sequential order.	Information is organized and sections are identified with a good amount of clarity and sequencing.	The information is organized, but not entirely sequential or with clarity.	The information appears to be disorganized.

Table 3.5
Assessment Rubric for Book Trailer

Adapted from Mark Gura (2014)

Category	Full credit	Partial credit	Half credit	Zero credit
Images 30 points	Images depict story elements accurately; use 6 images as well as cover of the book.	Use 6 images, but some of the images do not fit in with the story.	Very few of the images fit in with the story, or there are fewer than 6 images used.	Images do not fit in with the story, or there are fewer than 4 images used.
Content of the Book (captions) 35 points	Captions go along with images and accurately tell the story in the students' own words.	Almost all content is in the students' own words and is accurate. There is some correlation between images and captions, but there are gaps in the story.	At least half of the content is in the students' own words and is accurate. Captions are incomplete and do not tell most of the story.	Less than half of the content is in students' own words and/or is accurate. Captions are inadequate and reveal very little knowledge of the story.
Quality 10 points	No spelling or grammatical mistakes on a storyboard with lots of text. Captions are easily read; images are clear and video lasts at least 45 seconds.	1-3 spelling or grammatical mistakes on a storyboard with little text. One or more images are blurry and/or captions cannot be read clearly.	3-5 spelling or grammatical errors on the storyboard. Several slides are blurry with unclear captions. Lasts less than 45 seconds.	More than 5 spelling and/or grammatical errors on the storyboard. Most slides are blurry with unclear captions.
Music 10 points	Clean version of a song that goes along with the story.	Clean version of song, but it does not fit in with the song.	Poor version of a song.	No music is included or an appropriate song is used.
Credit slide 15 points	A credit slide is included as the last slide, giving credit to all the websites where pictures were found.	A credit slide is included as the last slide, giving credit to some of the websites where pictures were found.	A credit slide is included as the last slide, but it only gives credit to 1-3 websites.	A credit slide is not included.

3.5.3 The Analysis of Interviews

Another data collection method is interview. The data from the interview was analyzed after the classroom observation and written documents in order to complete and support the data from observation. All the questions in the interview was delivered using Bahasa Indonesia to avoid confusion and to make the interviewees answered the questions freely.

The results of the interview were analyzed by transcribing the answers and translating it into English. After the video was transcribed into written documents, the second step was categorizing the data based on the research questions provided. It was analyzed to strengthen the existing data from the observation and the book trailers.